

4 month reporting date 6/24/06 Received 6/22/06
8 month reporting date 10/24/06 Received 10/24/2006
Closed 10/24/2006

White River School District Improvement Plan/Progress Report Form

Principle 2 – Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:13:02 Free appropriate public education (FAPE)

FAPE includes special education and related which meet the following requirements: 1. Are provided at public expense, under public supervision and direction, and without charge; 2. Meet the standards of the state board in this article and the implementing regulations for Part B of the Individuals with Disabilities Education Act; 3. Include preschool, kindergarten, elementary school and secondary school education in South Dakota; and 4. Are provided in conformity with an individual educational program and the article.

Through a student file review, the monitoring team determined there is a student on child count who is not being provided special education services in accordance with state requirements. The student's annual IEP review date was 12-15-05. Documentation indicates no meeting was held until 1-26-06, at which time only the special education teacher and principal signed the IEP; however, the IEP was not completed (i.e. special education service to be provide and placement). Through the file review and staff interview, it was determined that special education services are not being provided.

The district must reconvene the student's IEP committee and complete documentation to provide FAPE to the student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all students who are eligible for special education services receive a free appropriate public education.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are determined eligible for special education services will receive a free appropriate public education.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will reconvene the student's IEP committee and complete the IEP and determine placement for special education or special education and related services. For assistance in this issue the district will consult with Three Rivers Cooperative for assistance</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of the student's IEP, which will document the outcome of the meeting.</p>	As soon as possible No later than June 24, 2006	Special education staff, and director	Goal Met 6/22/06
<p>Please explain the data (4 month)</p> <p>A meeting was held on 2-28-2006 to finalize the IEP. See attached IEP.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 3 – Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04:02. Determination of needed evaluation data

As part of an evaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall: review existing evaluation data on the child, including evaluations and information provided by the parents of the child; current classroom-based assessments and observations; and observations by teachers and related services providers.

No documentation was found in two student file reviews to support that determination of needed evaluation data occurred prior to the students being dismissed from special education service this past year.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the determination of needed evaluation data occurs prior to a student being dismissed from special education service.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Prior to all students being dismissed from special education service(s) the determination of needed evaluation data will occur.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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<p>1. What will the district do to improve? Determination of needed evaluation data will occur prior to all students being dismissed from special education service(s). The outcome will be documented on a prior notice consent form with parent signature.</p> <p>What data will be given to SEP to verify this objective? The special education director will spot check one student file from each special education teacher who has dismissed a student from special education service(s). Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>June 24, 2006</p>	<p>Special education staff, and director</p>	<p>Goal Met 6/22/06</p>
<p>Please explain the data (4 month)</p> <p>Of 10 files reviewed (5 special education teachers) only 1 student was dismissed from special education services during the time after the onsite review. A complete comprehensive evaluation was completed prior to dismissal and a meeting was held to determine that the student did not qualify for services.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 3 – Appropriate Evaluation

4 month reporting date 6/24/06 Received 6/22/06
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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:04 Evaluation procedures</u></p> <p><u>ARSD 24:05:24.01:05 Diagnostic procedures for autism</u></p> <p>Students suspected of autism must be evaluated in all areas related to the suspected disability. The evaluation shall utilize multiple sources of data, including information from parents and other caretakers, direct observation, performance on standardized tests of language/communication and cognitive functioning and other tests of skill and performance, including specialized instruments specifically developed for the evaluation of students with autism.</p> <p>A student file review completed by the monitoring team indicated that reevaluations were completed in 2002 and spring 2005. The disabling condition reported on the child count was not substantiated by documentation within the file. The student's evaluation information from 2002 did not support meeting the criteria for autism, nor does it in 2005. Information to support specialized instruments developed for evaluation of students with autism was not found in the file.</p> <p>The district must reconvene this student's IEP committee and determine what autism evaluation is needed to determine eligibility for special education or special education and related services.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will conduct comprehensive evaluation to identify eligibility for special education in South Dakota.</p>			
<p>2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>The district will conduct comprehensive evaluation to identify eligibility for special education in South Dakota.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? The district will begin the process immediately to determine what autism evaluations are needed to determine eligibility for special education services. For assistance in this issue the district will consult with Three Rivers Cooperative for assistance</p> <p>What data will be given to SEP to verify this objective? Upon completion of the evaluation process and the team meeting the district will submit a copy of the student's multidisciplinary report, which will document the outcome of the evaluation/meetings.</p>	<p>As soon as possible and No later then June 24, 2006</p>	<p>Special education staff, and director</p>	<p>Goal Met 6/22/06</p>
<p>Please explain the data (4 month)</p> <p>Students with autism will be assessed at each evaluation through the SDUAP program using specialists from the Austim program and check lists that can be completed on-site by educators who are working with the student daily.</p> <p>A check list was done the student in question. The checklist total score outcome for both the school and parents did not put the student in the autism range but the same scores that were evaluated by CCHS in the initial evaluation in 1999 were significant at that time which caused him to diagnosed as PDD (pervasive developmental disorder) one of the disabilities on the Autism Spectrum of disorders were still present at the time of the check list evaluation completed by the school in April/May of 2006. with Scoring and recommendations from Dr. Tracy Stephens, Autism Specialist, she stated that he should continue to receive services for the new social issues and changes in his environment especially in the areas for social problems and nuances in the situations that will present themselves as he changes from middle school to high school. Upon receipt of the information, the parents opted to dismiss the student and if further problems or issues arise, will have the student placed on a Section 504 for the assistance needed.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of performance

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

The monitoring team agrees with the steering committee's findings in the area of present levels of performance (PLOP). Student files lacked the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of performance for students eligible for special education services.

1. Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's IEP (present levels of performances) contain required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

Student's IEP (present levels of performance) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? All IEP's will have the required content in the "Present Levels of Performance". Each special education teacher and or therapist will develop a PLOP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district special education director will spot check two student IEPs from each special education teacher for PLOP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>June 24, 2006</p>	<p>Special education staff, and director</p>	<p>Goal Met 10/24/2006</p>
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Please explain the data (4 month)

Out of 5 files reviewed, (one from each area these are the only ones that have been done so far this year.) all IEP's had the general statement of how the disability affected the student in the general classroom. All of the files had strengths and weaknesses that matched their goals. In 3 of 5 IEPs, parents attended and added input to the IEP. In the other 2 IEP's, the parents/guardians chose not to attend. The special education teacher requested input from the parent and guardian but none was offered by either the parent or guardian. It is the goal of White River Schools to get all parents to attend the IEP meetings, even if we have to change time to later in the afternoon/evening. Currently many of the 0-5 IEP's are happening late and we are getting the working parents. Many of the high school, middle school and elementary parents are working on a rotation schedule and we have been able to schedule times when they are not working early afternoons and it has been at their convenience. Some still refuse to come. At the time of the report, there were only 5 IEP's completed. we have 5 special education teachers and each had one turned in. 2-elementary teachers. From School start until the report was made, we had 5 student files. One student file from each area.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03(1) Content of individualized education program (IEP) and

ARSD 24:05:27:13.02 Transition Services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The district has made some improvement in transition services file reviews and interviews with staff indicate it is out of compliance. The review team concluded transition assessments are completed; however, the information was not documented in student's present level of performance (PLOP). The present levels of performance for the five transition areas (employment, independent living, community participation, adult services and post secondary) should be based upon the functional assessment information. The present levels of performance lacked the student's strengths, weakness/needs regarding school to secondary activities.

Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. Although file reviews indicate improvement in developing a written plan on how the students would meet their postsecondary outcomes, the district needs to improve the coordination of the activities with the assessments, which are completed for transition. The students' IEPs did not have a coordinated set of activities, which addressed the individual student needs.

In addition, documentation indicates one out of five students transition age have attended their IEP meeting since May 2005. Through interview with staff, it was determined that no plan of action is in place to improve student attendance at their IEP meetings.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.

In addition the district will ensure students who are transition age attend their IEP meetings.

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2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

All students in need of transition services will have it addressed on their IEP and be in attendance at their IEP meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger if needed will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post-school goals.</p> <p>What data will be given to SEP to verify this objective? The special education director and Three River Cooperative consultant will check all IEPs of students 16 and older for transition services. The number of files checked and the percent containing transition activities will be reported to the SEP.</p>	June 24, 2006	Special education staff, and director	Goal Met 6/22/06

Please explain the data (4 month)

One student of transition age was evaluated during the time after the onsite review until present. The IEP has been sent to the Three Rivers Cooperative so that they can review the information on the transition evaluation, present levels of performance, goals and transition pages Have all been number to correlate the transition and goals with present levels of performance.

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Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? The district will develop a plan to improve student attendance at their IEP meetings when transition is addressed. What data will be given to SEP to verify this objective? A copy of the plan will be submitted to SEP.	As soon as possible and No later then June 24, 2006	Special education staff, and director	Goal Met 6/22/06
Please explain the data (4 month)			
See the attached plan at the end of this document.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 5 – Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In several student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's behavior impacts his/her educational performance the district will ensure a behavior intervention plan is written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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<p>1. What will the district do to improve? When a student's behavior impacts his/her educational performance the district will write a behavior intervention plan, which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</p> <p>What data will be given to SEP to verify this objective? All student IEPs with behavior concerns will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately under the Consideration of Special Factor section will be submitted to the SEP.</p>	<p>June 24, 2006</p>	<p>Special education staff, and director</p>	<p>Goal Met 6/22/06</p>
<p>Please explain the data (4 month) Of 10 files reviewed, 1 student had the box checked and a behavior plan was attached to the to the IEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Plan for students of transition age attend their own IEP's

Part of the education requirement for students of transition age will be to attend their IEP's and eventually self-advocate and run the IEP. To get this started, we will encourage all middle school students to attend their IEP so that when they get to high school or of transition age, it will be a familiar process. As the process becomes more familiar, students will be more willing to be apart of the process and help plan for their future.

As for the students of transition age, these students will begin attending their IEP meetings as part of their self-advocating process. These students will become aware of their education needs by reading their IEP and reviewing it with the special education teacher or other adult familiar with the paper work so that they can be more comfortable with the process. Students will be asked to be involved with the setting up of the meeting, invitations and the actual running of the meeting. The special education teacher will help the students so that the process runs as smoothly as possible.